

## Pupil Premium strategy

1. Summary information	
<b>School</b>	Haywood Villaae Academy
<b>Academic Year</b>	2020-21
<b>Total number of pupils</b>	373 pupils (October 2020)
<b>Number of pupils eligible for</b>	64 pupils (October 2020)
<b>Total PP budget</b>	£86,300 (£1,345 per pupil)
<b>Pupil Premium lead</b>	Craig Jones
<b>Academy Councillor</b>	David Jordan
<b>Statement authorised by</b>	Craig Jones
<b>Date for next internal review</b>	March 2021

2. Current attainment
<ul style="list-style-type: none"> <li>• No statutory collected data for 19/20</li> <li>• Internal data based on 64 children (Year 1 – Year 5) with assessments at the end of Term 2 2020-21:               <ul style="list-style-type: none"> <li>- Reading: 56% ARE or above (All children: 74%)</li> <li>- Writing: 44% ARE or above (All children: 69%)</li> <li>- Maths: 45% ARE or above (all children: 72%)</li> <li>- Key Stage 1 (32 children) attainment is lower than Key Stage 2, most notably in Maths attainment: 38% ARE or above</li> </ul> </li> </ul>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	Gaps in prior learning specifically in reading and maths
<b>B.</b>	Not being a fluent reader, which can impact on the learning of our curriculum.
<b>C.</b>	Developmental social and emotional well-being impacts adversely on readiness to learn.
<b>D.</b>	There is a lack of enrichment opportunities beyond school that support cultural capital.
<b>E.</b>	Limited speech and language skills, which impacts on learning.
<b>External barriers</b>	
<b>F.</b>	Relatively new housing estate with limited support services available, including local Children's Centre Services to support early parenting.
<b>G.</b>	High proportion of families managing significant mental health concerns
<b>H.</b>	Limited engagement in sports activities beyond school.

I	Financial challenges limited opportunities or isolate children.
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4. Desired outcomes		Success criteria
A.	Gaps are identified and targeted in 1 <sup>st</sup> quality teaching and interventions to raise attainment.	KS1, KS2 & EYFS data will show pupils will meet expected KS1 or ELGs (GLD) Year 1-5 data will show pupils making expected or accelerated progress.
B.	Not being a fluent reader, which can impact on the learning of our curriculum.	Pupils in Year 1 & 2 meet the expected standards in the phonic screening check. Pupils are assessed as meeting age related standards for reading. Children are expected to speak in full sentences and do so as soon as they are able.
C.	Pupils' social and emotional well-being development supports readiness to learn.	Thrive assessments reflect improved outcomes. Observations within teaching & learning reviews, including playtimes, reflect readiness to learn. Case study reflects impact of Thrive on specific children. Individual children with SEMH difficulties have improved scores and exclusion remain low.
D.	Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world are not isolated as a result of financial challenges.	Pupils attend events/visit places they would not usually be exposed to. Within teaching & learning reviews, pupil conferencing reflects pupils' attainment to understand from their experiences. Pupil conferencing will evidence pupils enjoying school. Pupils will be able to demonstrate their understanding of the concepts they have been taught in a range of subject disciplines. Attendance for pupils is high.
E.	Pupils' speech and language skills are corrected or well developed.	Speech and Language therapy assessment will reflect progress. Within teaching & learning reviews, pupils will be able to contribute to their learning and or share their learning with others.
F.	Families are well supported to access a range of family services.	Case study reflects the range of support services signposted and the resulting impact. Parent voice reflects support parents are offered by Inclusion Team, including family support worker.
G.	The school is understanding and provides support through signposting and connecting services for parental with mental health	Pupils of known parents with mental health concerns are well supported and show readiness to learn. Case Study reflects the range of support services signposted and the resulting impact.
H.	Pupil are able to access a range of sports opportunities in school and beyond.	High levels of participation in after school opportunities. Signposting to opportunities beyond school. Teaching & Learning review reflect high engagement and motivation from pupils to engage in PE lessons. The proportion of pupils able to swim is equal to that of their peers.
I.	Pupils are able to access a range of in-school opportunities and	Pupils have access to in-school enrichment opportunities as a result of subsidies. Pupils will be able to demonstrate their understanding of the concepts they have been taught in a range of subject disciplines. Pupils are able to manage social interactions with pupils and adults confidently. Observations will show pupils wearing uniform.

5. Planned expenditure					
i. Quality of teaching for all					
Desired outcome		Chosen action / approach	Evidence & rationale	Success Criteria: How will you measure that it is implemented well?	Impact Review
A.	Gaps are identified and targeted in 1 <sup>st</sup> quality teaching and interventions to raise attainment.	<p>Pupils receive a high quality 1<sup>st</sup> quality teaching education to ensure their basic skills in reading, writing and maths to meet expected standards for their age range.</p> <p>Key research is used to guide regular staff CPD and to ensure consistency in approach across the school.</p>	<ul style="list-style-type: none"> <li>• Previous success with focus on inclusion and supporting teaching team to provide high quality 1<sup>st</sup> teaching.</li> <li>• Impact of effective teaching on students in years of progress – Sutton Trust (2011)</li> <li>• EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1, KS2 &amp; EYFS data will show pupils will meet expected KS1 or ELGs (GLD)</li> <li>• Year 1-5 data will show pupils making expected or accelerated progress.</li> </ul>	Termly
B.	Not being a fluent reader, which can impact on the learning of our curriculum.	<p>Teaching of reading is a daily focus in classroom: phonics, guided reading, as part of Talk4writing sequence and end of day stories.</p> <p>Opportunities to reduce class sizes for phonics</p> <p>Within Learning Partner costs (See below)</p>	<ul style="list-style-type: none"> <li>• EEF phonics + 4 months (Phonics)</li> <li>• Oral Language interventions +5 EEF</li> <li>• Previous success with whole school consistent approach to impact on reading.</li> <li>• KS1 reading attainment low as a result of partial school closures.</li> <li>• Low vocabulary levels are a consistent factor for disadvantaged pupils across the country. Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults.</li> <li>• Reducing class sizes EEF +3</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in Year 1 &amp; 2 meet the expected standards in the phonic screening check.</li> <li>• Pupils are assessed as meeting age related standards for reading.</li> <li>• Children are expected to speak in full sentences and do so as soon as they are able.</li> </ul>	Termly

<b>C.</b>	Pupils' social and emotional well-being development supports readiness to learn.	Class Teachers use Thrive assessments as individuals and classes to target in-class development opportunities.  Thrive training led by CLF Thrive Practitioner (Ali Martin) Cost within CLF support	<ul style="list-style-type: none"> <li>• "The Thrive Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning." The Thrive Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive assessments reflect improved outcomes.</li> <li>• Observations within teaching &amp; learning reviews, including playtimes, reflect readiness to learn.</li> <li>• Case study reflects impact of Thrive on specific children.</li> <li>• Individual children with SEMH difficulties have improved scores and exclusion remain low.</li> </ul>	Termly
<b>D.</b>	Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world.	Subsidised class visits and visitors to enrich curriculum.  £2,600	<ul style="list-style-type: none"> <li>• EEF + 4 months (Outdoor adventurous learning).</li> <li>• Enriching education has instant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</li> <li>• There is a lack of enrichment opportunities beyond school that support cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils attend events/visit places they would not usually be exposed to.</li> <li>• Within teaching &amp; learning reviews, pupil conferencing reflects pupils' attainment to understand from their experiences.</li> <li>• Pupil conferencing will evidence pupils enjoying school.</li> <li>• Pupils will be able to demonstrate their understanding of the concepts they have been taught in a range of subject disciplines.</li> <li>• Attendance for pupils is high.</li> </ul>	Termly
<b>E.</b>	Pupils' speech and language skills are corrected or well developed.	Talk Speech & Language therapist assesses and advises SENCo and teaching team on required strategies. See costs below	<ul style="list-style-type: none"> <li>• Limited speech and language skills, which impacts on learning.</li> <li>• Communication Trust research supporting benefits of speech and language. <a href="#">Link</a></li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language therapy assessment will reflect progress.</li> <li>• Within teaching &amp; learning reviews, pupils will be able to contribute to their learning and or share their learning with others.</li> </ul>	Termly
<b>F.</b>	Families are well supported to access a range of family services.	Family Support Worker (FSW) provides guidance and support to all families and shares updates with teaching team to support in-class approach. See costs for FSW below.	<ul style="list-style-type: none"> <li>• Relatively new housing estate with limited support services available, including local Children's Centre Services to support early parenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study reflects the range of support services signposted and the resulting impact.</li> <li>• Parent voice reflects support parents are offered by Inclusion Team, including family support worker.</li> </ul>	Termly

G.	The school is understanding and provides support through signposting and connecting services for parental with mental health concerns.	Family Support Worker provides guidance and support to all families and shares updates with teaching team to support pupils with in-class approach. See costs for FSW below.  Transforming Lives for Good volunteers support specific children affected by poor parental mental health. No cost to school.	<ul style="list-style-type: none"> <li>• High proportion of families managing significant mental health concerns</li> <li>• EEF Social &amp; Emotional Learning +4</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils of known parents with mental health concerns are well supported and show readiness to learn.</li> <li>• Case Study reflects the range of support services signposted and the resulting impact.</li> </ul>	Termly
H.	Pupil are able to access a range of sports opportunities in school and beyond.	Teaching team provide x2 weekly PE lessons. Sports coach) within PE Sports premium budget) provides additional lessons and lunchtime play-leader support.	<ul style="list-style-type: none"> <li>• Sports participation EEF +2</li> <li>• Pupils have experienced limited engagement in sports activities beyond school as a result of partial school closures.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of participation in after school opportunities.</li> <li>• Signposting to opportunities beyond school.</li> <li>• Teaching &amp; Learning review reflect high engagement and motivation from pupils to engage in PE lessons.</li> <li>• The proportion of pupils able to swim is equal to that of their peers.</li> </ul>	Termly
I.	Pupils are not isolated as a result of financial challenges.	Teaching team support culture of inclusion and are skilled to identify concerns or areas for support within all pupils.	<ul style="list-style-type: none"> <li>• Previous feedback from external reviews has supported pupils' own sense of inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to demonstrate their understanding of the concepts they have been taught in a range of subject disciplines.</li> <li>• Pupils are able to manage social interactions with pupils and adults confidently.</li> </ul>	Termly
<b>Total budgeted cost</b>					<p>£2,600*</p> <p>*costs sourced within other sections in the report.</p>

ii. Targeted support					
Desired outcome		Chosen action / approach	Evidence & rationale	Success Criteria: How will you measure that it is implemented well?	Impact Review
A.	Gaps are identified and targeted in 1 <sup>st</sup> quality teaching and interventions to raise attainment.	Learning Partners utilised within teaching and learning to provide precision teaching and interventions: PIXL, 1 <sup>st</sup> Class Number, Talk Boost Planit, SNIP Learning Partner costs: 24,250	<ul style="list-style-type: none"> <li>• 1stClassNumber EEF +2</li> <li>• Oral Language interventions EEF+5</li> <li>• Previous success of impactful data from PIXL and precision strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1, KS2 &amp; EYFS data will show pupils will meet expected KS1 or ELGs (GLD)</li> <li>• Year 1-5 data will show pupils making expected or accelerated progress.</li> </ul>	Termly
B.	Not being a fluent reader, which can impact on the learning of our curriculum.	Learning Partners provide precision teaching on sight vocabulary and daily 1:1 reading and guided reading support. Learning Partner cost: See above.	<ul style="list-style-type: none"> <li>• EEF reading comprehension + 6 months</li> <li>• Oral Language interventions +5 EEF</li> <li>• Previous success with whole school consistent approach to impact on reading.</li> <li>• KS1 reading attainment low as a result of partial school closures.</li> <li>• Low vocabulary levels are a consistent factor for disadvantaged pupils across the country. Children with restricted vocabularies at 5years old are more likely to be poor readers as adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils in Year 1 &amp; 2 meet the expected standards in the phonic screening check.</li> <li>• Pupils are assessed as meeting age related standards for reading.</li> <li>• Children are expected to speak in full sentences and do so as soon as they are able.</li> </ul>	Termly
C.	Pupils' social and emotional well-being development supports readiness to learn.	1:1 and small group work led by Thrive practitioner/ Learning Partner  £9,500	<ul style="list-style-type: none"> <li>• "The Thrive Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning." The Thrive Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive assessments reflect improved outcomes.</li> <li>• Observations within teaching &amp; learning reviews, including playtimes, reflect readiness to learn.</li> <li>• Case study reflects impact of Thrive on specific children.</li> <li>• Individual children with SEMH difficulties have improved scores and exclusion remain low.</li> </ul>	Termly
E.	Pupils' speech and language skills are corrected or well developed.	1:1 Talk Speech & Language therapist sessions £9,500	<ul style="list-style-type: none"> <li>• Limited speech and language skills, which impacts on learning.</li> <li>• Communication Trust research supporting benefits of speech and language. <a href="#">Link</a></li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language therapy assessment will reflect progress.</li> <li>• Within teaching &amp; learning reviews, pupils will be able to contribute to their learning and or share their learning with others.</li> </ul>	Termly

G.	The school is understanding and provides support through signposting and connecting services for parental with mental health concerns.	Transforming Lives for Good volunteers support specific children affected by poor parental mental health. No cost to school.	<ul style="list-style-type: none"> <li>• High proportion of families managing significant mental health concerns</li> <li>• EEF Social &amp; Emotional Learning +4</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils of known parents with mental health concerns are well supported and show readiness to learn.</li> <li>• Case Study reflects the range of support services signposted and the resulting impact.</li> </ul>	Termly
<b>Total budgeted cost</b>					£43,250

iii. Other approaches					
Desired outcome		Chosen action / approach	Evidence & rationale	Success Criteria: How will you measure that it is implemented well?	Impact Review
D.	Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world.	Forest School provision by Wildwood x2 weekly for different cohorts.  £14,500	<ul style="list-style-type: none"> <li>• EEF + 4 months (Outdoor adventurous learning).</li> <li>• Enriching education has instant benefits. All children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education.</li> <li>• There is a lack of enrichment opportunities beyond school that support cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Within teaching &amp; learning reviews, pupil conferencing reflects pupils' attainment to understand from their experiences.</li> <li>• Pupil conferencing will evidence pupils enjoying school.</li> <li>• Pupils will be able to demonstrate their understanding of the concepts they have been taught.</li> </ul>	Termly
F.	Families are well supported to access a range of family services.	Family Support Worker provides guidance and support to directly to families.  £23,500	<ul style="list-style-type: none"> <li>• Relatively new housing estate with limited support services available, including local Children's Centre Services to support early parenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study reflects the range of support services signposted and the resulting impact.</li> <li>• Parent voice reflects support parents are offered by Inclusion Team, including family support worker.</li> </ul>	Termly
I.	Pupils are not isolated as a result of financial challenges.	School uniform bursary £30. PTA support school uniform resales. School equipment is provided for home learning.  £35 x 70 = £2450	<ul style="list-style-type: none"> <li>• Previous feedback from external reviews has supported pupils' own sense of inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have access to in-school enrichment opportunities as a result of subsidies.</li> <li>• Pupils will be able to demonstrate their understanding of the concepts they have been taught in a range of subject disciplines.</li> <li>• Pupils are able to manage social interactions with pupils and adults confidently.</li> <li>• Observations will show pupils wearing uniform.</li> </ul>	Termly
<b>Total budgeted cost</b>					£40,450



## 6. Review of expenditure 2020-2021

### i. Quality of teaching

Desired outcome	Chosen approach/action	Impact	Next steps
A. Gaps are identified and targeted in 1 <sup>st</sup> quality teaching and interventions to raise attainment.	Pupils receive a high quality 1 <sup>st</sup> quality teaching education to ensure their basic skills in reading, writing and maths to meet expected standards for their age range.		
B. Not being a fluent reader, which can impact on the learning of our curriculum.	Teaching of reading is a daily focus in classroom: phonics, guided reading, as part of Talk4writing sequence and end of day stories.		
C. Pupils' social and emotional well-being development supports readiness to learn.	Class Teachers use Thrive assessments as individuals and classes to target in-class development opportunities.		
D. Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world are	Subsidised class visits and visitors to enrich curriculum.		
E. Pupils' speech and language skills are corrected or well developed.	Talk Speech & Language therapist assesses and advises SENCo and teaching team on required strategies.		
F. Families are well supported to access a range of family services.	Family Support Worker provides guidance and support to all families and shares updates with teaching		
G. The school is understanding and provides support through signposting and connecting services for parental with	Family Support Worker provides guidance and support to all families and shares updates with teaching team to support pupils with in-class		
H. Pupil are able to access a range of sports opportunities in school and beyond.	Teaching team provide x2 weekly PE lessons. Sports coach) within PE Sports premium budget) provides additional lessons and lunchtime play-leader		
I. Pupils are able to access a range of in-school opportunities and	Teaching team support culture of inclusion and are skilled to identify concerns or areas for support within all pupils.		

## 6. Review of expenditure 2020-2021

### ii. Targeted support

Desired outcome	Chosen approach/action	Impact	Next steps
<b>A.</b> Gaps are identified and targeted in 1 <sup>st</sup> quality teaching and interventions to raise attainment.	Learning Partners utilised within teaching and learning to provide precision teaching and interventions: PIXL, 1 <sup>st</sup> Class Number, Talk Boost Planit, SNIP		
<b>B.</b> Not being a fluent reader, which can impact on the learning of our curriculum.	Learning Partners provide precision teaching on sight vocabulary and daily 1:1 reading and guided reading support.		
<b>C.</b> Pupils' social and emotional well-being development supports readiness to learn.	1:1 and small group work led by Thrive practitioner/ Learning Partner		
<b>E.</b> Pupils' speech and language skills are corrected or well developed.	1:1 Talk Speech & Language therapist sessions		
<b>G.</b> The school is understanding and provides support through signposting and connecting services for parental with	Transforming Lives for Good volunteers support specific children affected by poor parental mental health. No cost to school.		

## 6. Review of expenditure 2020-2021

### ii. Other approaches

Desired outcome		Chosen approach/action	Impact	Next steps
<b>D.</b>	Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world.	Forest School provision by Wildwood x2 weekly for different cohorts.		
<b>F.</b>	Families are well supported to access a range of family services.	Family Support Worker provides guidance and support to directly to families		
<b>I.</b>	Pupils are not isolated as a result of financial challenges.	School uniform bursary £30. PTA support school uniform resales. School equipment is provided for home learning.		